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ABSTRACT

To build a global community, community colleges must start with the grassroots--students and clients. Educators committed to international education need to re-examine existing philosophies and ask: (1) does international education have relevance to our students' daily lives; (2) can students make connections between what they are studying and how it applies to the larger global context; and (3) do students graduate without a broad world view, without their attitudes and behavior truly being affected by international education. International education must be embedded in the fabric of the overall curriculum and infused into the total teaching and learning climate. International education enhances multicultural harmony through deeper understanding and appreciation of cultural diversity. Community colleges must view the world as their community; actively reach out across the globe to promote technical training and human resource development to emerging nations; and incorporate the importance of international education into their mission statements. International education cannot be viewed as peripheral, but rather as essential for to the political, social, and economic survival of the United States. International education must not be the target of budget cuts, but be supported and strengthened to provide students with a quality of education which ensures success. (KP)

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# Community Colleges Lead the Way in International and Intercultural Education: Recent Success Stories and a Blueprint for the Future

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Paper presented at the Annual Convention of the American Association of Community Colleges (74th, Washington, DC, April 6-9, 1994).

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**AMERICAN ASSOCIATION OF COMMUNITY COLLEGES**
**CONVENTION**
**WASHINGTON, D. C.**
**APRIL 1994**

# "COMMUNITY COLLEGES LEAD THE WAY IN INTERNATIONAL AND INTERCUTURAL EDUCATION -- RECENT SUCCESS STORIES AND A BLUEPRINT FOR THE FUTURE"

I. To build a global community, we must start with the grassroots who are our students and clients.

A. Students cannot afford to be provincial in their outlook and see their local communities as reflective of the rest of the world. They must be given the opportunity to broaden their world view and to awaken in them the awareness of international events, issues, customs and beliefs. We must prepare them to understand global implications that are political, economic and social. We must prepare them to eventually compete in a global marketplace and to be successful at it. We must prepare them to enter into joint ventures with foreign companies, being sensitive to differences in cultural and business practices, for collaborative successes.

B. Those of us who are involved and committed to international education need to re-examine our existing philosophy and approaches to international education and ask ourselves these questions:

i. Does international education as practiced within our own colleges and universities have relevance to our students in their daily lives as well as to the broad communities around them?

ii. Can students make the connections between what they are studying in class and how it all applies to the larger global context in which they must function?

iii. Do students graduate from our colleges and universities without a broad world view, without truly being impacted in their attitudes and behavior by international education?

II. International education, to be relevant, must be imbedded into the fabric of the overall curriculum and programmatic structure, content and delivery, and infused into the total teaching and learning climate of an institution.

A. Across the curriculum approach to internationalizing the curriculum, both in the liberal arts and in the vocational programs. A good example is Kapi'olani Community College's Asian-Pacific Emphasis (KAPE) which integrates an Asian and Pacific focus in courses that are taught across the curriculum.

1. Food Service Program incorporates Asian-Pacific cooking in its curriculum, using herbs and spices and cooking techniques from the Pacific, Asia, South Asia and Southeast Asia, resulting in a culinary educational adventure for the students. European and American cooking can no longer suffice as the total culinary curriculum for students.

2. Nursing Program incorporates an Anthropology course which teaches about Asian-Pacific peoples and their cultures. Included in the course are differing cultural views on healthcare, including traditional ethnic attitudes toward healing. Many of the patients in hospitals in Hawaii are Asian or Pacific Islanders, and their ideas about healing properties of medicines, personal modesty, communication with healthcare providers, etc. are different from attitudes and behaviors commonly attributed to westerners.

B. In order to enable faculty to incorporate a global focus into their classrooms, we must provide them with the necessary professional development. One excellent faculty and administrator development program is the:

**Asian Studies Development Program: Infusing Asian Studies into the Undergraduate Curriculum.**

Offered by the University of Hawaii and the East-West Center in partnership with:

AACC (Am. Assn. of Community Colleges)
ACIIE (Am. Council of Internat'l Intercultural Educ.)
AASCU (Am. Ass. of State Colleges and Universities)
HACU (Hispanic Ass. of Colleges and Universities)
NAFEO (National Ass. for Equal Opportunity in Higher Education)

Three week program to:

help United States undergraduate faculty expand their awareness and knowledge of Asia;

support the development of curriculum materials and resources at both two- and four-year colleges;

establish a network for professional reinforcement and the ongoing exchange of curricular materials; and

encourage the development of institutional and regional centers in the United States for Asian Studies development activities.

Faculty and administrators across our country who have participated in this program have gone back to their institutions and have made significant impacts on programs and curricula, infusing an Asian perspective where before, there was little or none at all.

III. International education also promotes intercultural education as a means to enhance greater multi-cultural harmony through deeper understanding and appreciation of our communities' and our country's cultural diversity. For this reason, internationalism cannot be seen as a luxury as many tend to think.

A. Internationalism and interculturalism are two sides of the same coin.

B. What is the role of our colleges and universities when communities are disrupted by violence and split along ethnic lines as has happened in our country many times in the last few years. Should we not step in and provide the forum for the exchange of ideas, for the sharing of ways to diffuse racial tensions and eliminate bigotry? Do our colleges and universities remain in the background when they have on their campuses the resources which can be used to help address the issues that concern our communities?

C. With the growing internal fragmentation occurring in our country, with racially motivated hate crimes being committed on a regular basis, international education is a viable way to address the multicultural issues head-on. When we teach foreign languages, when we teach about foreign cultures with their histories and traditions, when we teach music and art of native peoples. when we teach about ethnic wars such as is happening among the former states of Yugoslavia, we must also make the connections for our students to the sources of their origins, to their immigration histories and geographies, to their culturally rooted families and kinsmen, to their cultural pride and identity. In so doing, we can forge the ties between international and intercultural education and help clear the path toward racial acceptance and a celebration of diversity in our country.

D. Challenge for our colleges and universities: "domesticating international education."

This I see as the challenge before us in international education, that of "domesticating international education." Heretofore, international education's focus has been outward, looking out beyond our borders to bring in international students and scholars, and to send abroad our students and scholars; and to promote institutional exchanges with international institutions. All of this must still continue as they are cornerstones of international education.

But we must also add intercultural education and bring the application of international education back home to the communities around us. There is a pressing need for higher education to contribute toward strengthening the social fabric of our multicultural society, toward involving our students and ourselves in service to our communities, and as individuals and as groups to assume a greater sense of social responsibility and conscience.

The United State is building a reputation as the most violent country in the world. We are sending a message to other countries that the price of multiculturalism is social dysfunction. We need to change this perception and this reality, and we can do so by redirecting our efforts and identifying the common values that hold us together as people of one United States of America. I believe higher education has a major role to play in this national agenda.

IV. Finally, Community Colleges especially, must view the world as their community and more actively reach out across the globe to promote technical training and human resource development in emerging nations. Developing countries are in need of exactly the kind of training the community colleges excel in: technical training. To do so, our colleges must learn how to better access federal monies and other contracts and grants that are available for training in foreign countries.

A. EXAMPLE: USAID University Development Linkage Project in Guyana, South America.

This is a Human Resource Development Project whereby US colleges will be training faculty and administrators from four technical colleges in Guyana.

1. The project employs a "Consortial" approach to providing training in Guyana involving:

St. Louis Community College in Missouri;
Bunker Hill CC in Massachusetts;
Kirkwood CC in Iowa;

State Center CC in California;
Delaware Country Technical College in Pennsylvania;
Harris Stowe State College in Missouri, and our
University of Hawaii Community Colleges.
(Often one college cannot provide all the training needs of a foreign institution so a consortial approach is advantageous).

2. UDLP/Guyana is a 5-year project, starting this year. Three individuals (either administrators or faculty) will come to the United States from one of four technical colleges in Guyana every year of the grant for two months of training. Subsequently, three individuals (administrators or faculty) from our US colleges will go to Guyana to conduct three solid weeks of training in three different subject areas every summer.

For example, this year, the principal of a technical college in Guyana (New Amsterdam Technical College) has come to the University of Hawaii Community Colleges for the months of April and May for the specific purpose of learning educational administration. The administrators of the technical colleges in Guyana have not had formal training in running colleges. After the training is completed, one of our Hawaii administrators who has served as a mentor to this principal during his stay in Hawaii, will provide additional training through workshops on educational administration in Guyana in collaboration with this principal.

An electronics instructor from Guyana is currently at St. Louis Community College for two months, getting training to better teach electronic technicians back at his institution.

And the third person is a faculty who is at Harris Stowe State College, learning the pedagogy of teaching. Most of the teachers at the technical institutions in Guyana have not been formally taught the pedagogy of education. This individual, along with the American mentor, will return to Guyana and offer a three-week workshop on how to teach for other Guyanese instructors.

There are many opportunities like this one in Guyana in which our colleges can provide the technical training to assist emerging nations in their economic development efforts.

V. Conclusion

A. International education, in all of its forms, is here to stay. For those educational institutions which have not yet done so, I strongly urge you to incorporate in your mission statement the importance of international education. It cannot be viewed as peripheral to what we teach our students; it must be viewed as essential for the political, social and economic survival of

our country. International education must not be the target of budget cuts at our institutions; international education must be supported and strengthened or we will have failed to provide our students with the quality of education they want and deserve to be successful.